
MOS 3280G Evidence-Based Management Course Outline: Section – Winter 2016

1 Course Information:

1.1 Class Location and Time:

UCC, Room 67

Tuesdays, 12:30pm to 3:30pm

1.2 Contact Information:

Instructor: Dr. Bill Irwin

Office: Room A2a, Huron University College

Office Hours: Mondays, 1:00 to 3:00 pm or by appointment

Phone: 519.438.7224 x 614

Email: birwin6@uwo.ca

Website Address: <http://owl.uwo.ca/portal>

DAN Management and Organizational Studies strives at all times to provide accessibility to all faculty, staff, students and visitors in a way that respects the dignity and independence of people with disabilities. Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519-661-2111 ext 82147 for any specific question regarding an accommodation. More information about “Accessibility at Western” is available at: <http://accessibility.uwo.ca>

2. Calendar Description

2.1 Course Description:

“Application of evidence-based management principles and practices to human resource management. This course develops management problem-solving skills based on grounding in relevant theories and frameworks. It links introductory coursework in organizational behavior to effective human resource management practice in contemporary organizations.”

3 lecture hours, 0.5 course

Antirequisite(s): MOS 2280F/G

Prerequisite(s): One of MOS 2181A/B, Psychology 2060, Sociology 2169, MOS 2180 and enrollment in 3rd or 4th year of BMOS or Music Administrative Studies (MAS)

2.2 Senate Regulations

Senate Regulations state, “unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.”

3. Textbook

Pfeffer, J. & Sutton, R. I. (2006). *Hard Facts, Dangerous Half-Truths and Total Nonsense: Profiting from Evidence-Based Management*. Boston, MA: Harvard Business School Press.

Additional Readings will be posted on the course's OWL-Sakai website. They are identified in the course Lecture Schedule in terms of when they will be introduced into the course.

4. Course Objectives and Format

4.1 Course objectives:

- i. This course aims to increase your understanding and use of the principles of Evidence-based Management (EBMgt).
- ii. The focus of this course will be on instilling EBMgt as a way of thinking about organizational decisions in a systematic manner.
- iii. It will demonstrate how EBMgt takes into consideration stakeholder concerns, practitioner expertise and judgment, local evidence, and evidence from scientific research.
- iv. The course will explore how the EBMgt approach has the potential to reduce the costs associated with limited and biased human information processes and to increase the productivity of organizations.

4.2 Course format

MOS 3280 is a senior year essay class that will follow a seminar format. Students are expected to attend and participate in class, and class participation will form a part of their final mark. There will be a group discussion and presentation, as well as two individual written reports/essays. A critical perspective in our discussion of the material is expected by the students.

With this format in mind, students are expected to:

- i. **Attend the class:** the course relies largely on informed discussion. For this to succeed the student must be present on time, and be prepared to join into the discussion
- ii. **Read the assigned material:** informed discussed actually requires you to be informed. the material will assist to provide the class with a common ground advancing our conversation.
- iii. **Be attentive and participate in class:** participation is not simply attendance, or speaking out. It requires informed, insightful contributions.
- iv. **Complete the required assignments in a timely fashion.**

5. Learning Outcomes

- i. What is Evidence Based Management (EBMgt) and why is it important?
- ii. What counts as EBMgt and what sources of evidence counts
- iii. Why do we need evidence-based practice; how it makes decisions better.
- iv. Why focus on evidence and common misconceptions of EBMgt.

6. Evaluation

Assignment	Due date	Detail	Mark (%)
Group Statement Analysis (I)	Start in week 3 and then ongoing	A 30 minute group presentation on a EBMgt statement provided by the instructor), focused on the week's material.	15
Group Statement Analysis (II)	Due 1 week after class presentation	A group 5 page summary based on the presentation material and class feedback	15
Challenge Report	March 1	An individual report addressing a managerial challenge, utilizing the logic of EBMgt.	25
Final Paper	April 5	Final research paper on a provided topic, exploring a range of EBMgt issues.	35
Participation	Ongoing	Active and insightful class contribution.	10
TOTAL			100

- i. **Group Statement Analysis (I & II):**By week two the class will form groups, that will conduct a 30 minute critical review and class presentation on the course material, commencing in week 3. A set on EBMgt statements will be posted on the class website to assist and guide the students in this effort. The week following the presentation a five page analysis of the issue will be handed, in part based on feedback from the presentation.

- ii. **Challenge Report:** Throughout your career you will face tough, challenging decisions. Important decisions may make it worthwhile to obtain the best available evidence in determining the proper course of action. You have the choice of addressing one of the following managerial challenge:
- Can virtual teams perform as well as face-to-face teams?
 - Do individual personality differences affect job performance and organizational commitment?
 - Do men and women communicate differently? If so, how should organizations organize themselves to accommodate that difference

It is your task to evaluate relevant and best available social science research and to identify the best approach based on that evidence. The criterion for grading this assignment is how effectively you marshal the best evidence from the array of relevant research and how well you integrate this evidence across studies so that you appreciate the big picture regarding what the evidence supports and what it does not. The report will be 8-10 pages in length (double spaced, 12 point font) and conform to APA conventions.

- iii. **Final paper:** Topics for the final paper are:
- a) What It Means to be an Evidence-Based Manager
 - b) Finding, Interpreting, and Using Scientific Evidence as Managers
 - c) (and undertaking Critically Appraised Topics or CATs)
 - d) Acquiring Organizational Facts: Creating Valid Information and
 - e) Useful Knowledge from Raw Data
 - f) Decision Awareness: Types of Managerial Decisions and Evidence-
 - g) Based Processes
 - h) Building an EBMgt Culture and Change Processes
 - i) Planning Your On-Going Development as an EBMgr

Please choose one topic. Your final research essay should be 12 to 15 pages in length, 12 point font double spaced APA format. It is recommended that you submit a paper outline to the instructor prior to commencing your paper. The outline should include the topic, the issue(s) you plan to investigate regarding the topic, and a description how you envision that this topic will relate to EBMgt.

7. Lecture and Examination Schedule

Week	Topic	Reading (s)
Jan. 5	What is Evidence Based Management (EDMgt)?	<ul style="list-style-type: none"> • <i>Text</i>, Pfeffer & Sutton, Chpt. 1 • <i>Evidence Based Management, The Basic Principles</i>, Barends et al.
Jan. 12	How to Practice EBMgt (I)	<ul style="list-style-type: none"> • <i>Text</i>, Pfeffer & Sutton, Chpt. 2
Jan. 19	How to Practice EBMgt (II)	<ul style="list-style-type: none"> • <i>The Debunking Practice Handbook</i>, Cook & Lewcendowsky • <i>Why Most Published Research Findings are False</i>, Ioannidis
Jan. 26	Dangerous Half-Truths	<ul style="list-style-type: none"> • <i>Text</i>, Pfeffer & Sutton, Chpt. 3
Feb. 2	The Performance Culture	<ul style="list-style-type: none"> • <i>Evidence Based I-O Psychology: Not There Yet But Now a Little Nearer?</i>, Brener & Rousseau • <i>Evidence Based Management</i>, Pfeffer & Sutton
Feb. 9	Do the Best Organizations Have the Best People?	<ul style="list-style-type: none"> • <i>Text</i>, Pfeffer & Sutton, Chpt. 4 • <i>Managing your Organization by Evidence</i>, Leslie et al.
	Reading Week	
Feb. 23	Why HR Practices are not Evidence Based	<ul style="list-style-type: none"> • <i>Is HRM Evidence Based and Does it Matter?</i>, Brener • <i>Why HR Practices are Not Evidence Based</i>, Lawler
March 1	Do Financial Incentives Drive Performance?	<ul style="list-style-type: none"> • <i>Text</i>, Pfeffer & Sutton, Chpt. 5
March 8	Strategy is Destiny?	<ul style="list-style-type: none"> • <i>Text</i>, Pfeffer & Sutton, Chpt. 6 • <i>Implementation Of Evidence Based Practices</i>, Spring et al.
March 15	Change or Die?	<ul style="list-style-type: none"> • <i>Text</i>, Pfeffer & Sutton, Chpt. 7 • <i>All Aboard? Evidence Based Management and the Future of Management Scholarship</i>, Brazelay & Thompson
March 22	Are Great Leaders in Control?	<i>Text</i> , Pfeffer & Sutton, Chpt. 8
March 29	From Evidence to Action (I)	<i>Text</i> , Pfeffer & Sutton, Chpt. 9
April 5	From Evidence to Action (II)	<ul style="list-style-type: none"> • <i>Evidence Based Advertising: An Application to Persuasion</i>, Armstrong

		<ul style="list-style-type: none"> • <i>Is There such a Thing as "Evidence-Based Management", Rousseau</i>
--	--	---

8. University Policy Regarding Illness

8.1 Illness

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation supplied (see below for process) indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.

Documentation shall be submitted, as soon as possible, to the appropriate Dean's office (the Office of the Dean of the student's Faculty of registration/home Faculty) together with a request for relief specifying the nature of the accommodation being requested. These documents will be retained in the student's file, and will be held in confidence in accordance with the University's Official Student Record Information Privacy Policy

http://www.uwo.ca/univsec/pdf/academic_policies/general/privacy.pdf

Once the petition and supporting documents have been received and assessed, appropriate academic accommodation shall be determined by the Dean's Office in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty.

Academic accommodation shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete his/her academic responsibilities. (Note: it will not be sufficient to provide documentation indicating simply that the student was seen for a medical reason or was ill.)

A form to be completed by off-campus physicians is available at:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner.

In the case of a final examination in the course, the student must arrange for a Special Examination or Incomplete through their Dean's office, for which you will be required to provide acceptable documentation.

If you feel that you have a medical or personal problem that is interfering with your work, you should contact your instructor and the Faculty Academic Counselling Office as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. In general, retroactive requests for grade revisions on medical or compassionate grounds will not be considered.

8.2 Attendance

It is expected that students will attend all classes.

9. University Policy on Cheating and Academic Misconduct

Cheating on exams will not be tolerated; students are referred to the university policy on scholastic offenses (see section 9.0 below). Looking at the test of another student, allowing another student to view your exam, or obtaining information about a test in advance are all examples of cheating. Students found cheating will receive a zero (0%) on that exam. A number of safeguards will be employed to discourage cheating. For example, examination supervisors (proctors) of the tests may ask students to move to another seat during the exam, cover their paper, avert their eyes from other students' papers, remove baseball caps, etc. This is not meant as a personal affront nor as an accusation of cheating, rather as vigilant attempts at proctoring. A copy of guidelines about how to avoid cheating can be obtained from the office of the Ombudsperson, Room 3135 WSSB, (519) 661-3573.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offenses. Students are urged to read the section on Scholastic Offenses in the Academic Calendar. Note that such offenses include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. If you are in doubt about whether what you are doing is inappropriate, consult your instructor. A claim that "you didn't know it was wrong" will not be accepted as an excuse.

The penalties for a student guilty of a scholastic offense include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

10. Procedures For Appealing Academic Evaluations

In the first instance, all appeals of a grade must be made to the course instructor (informal consultation). If the student is not satisfied with the decision of the course instructor, a written appeal must be sent to the Assistant Program Director or Designate of the BMOS program. If the response of the Assistant Director is considered unsatisfactory to the student, he/she may then appeal to the Dean of the Faculty in which the course of program was taken. Only after receiving a final decision from the Dean, may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office.

11. Student Responsibilities

Material covered in lectures will not always be the same as material covered in the textbook. These two sources should be viewed as complimentary and not redundant. As such, students who want to do well in this course are **strongly encouraged** to attend lectures on a regular basis.

In this class, some students may be unaware that their private discussions are distracting to other people. If you feel that students are distracting your attention from the material, then you should ask them to be quiet. If you feel uncomfortable doing this (or the problem persists), then please see the instructor. In addition, please avoid engaging in private discussions with other students during the lectures.

To avoid unnecessary distractions, please arrive to each class on time.

12. Support Services

12.1 Support Services

The Registrar's office can be accessed for Student Support Services at <http://www.registrar.uwo.ca>
Student Support Services (***including the services provided by the USC listed here***) can be reached at: <http://westernusc.ca/services/>

Student Development Services can be reached at: <http://www.sdc.uwo.ca/>

Students who are in emotional/mental distress should refer to Mental Health@Western
http://www.health.uwo.ca/mental_health/ for a complete list of options about how to obtain help.

13. Other Issues

13.1 Grade Policy

The DAN Program has a grade policy which states that for courses in the 3000 - 3999 range, the class average must fall between 70 % and 75 % for all sections of a course taught by the same instructor. In very exceptional circumstances only, class averages outside this range may be approved by the Undergraduate Chair or Chair. Class averages are not grounds for appeal.

13.2 Short Absences.

If you miss a class due to minor illness or other problems, check your course outlines for information regarding attendance requirements and make sure you are not missing a test or exam. Cover any readings and arrange to borrow the missed lectures notes from a classmate.

13.3 Extended Absences.

If you are absent more than approximately two weeks or if you get too far behind to catch up, you should consider reducing your workload by dropping one or more courses. The Academic Counsellors can help you to consider the alternatives. At your request, they can also keep your instructors informed about your difficulties.

13.4 Academic Concerns.

If you are in academic difficulty, it is strongly recommended that you see your academic counsellor.

13.5 Important Dates:

January 4, 2016 Winter Session classes begin.

January 12, 2016 Last day to add a second-term half course

February 15, 2016 Family Day

February 15 - 26, 2016 Reading Week

March 7, 2016 Last day to drop a second-term half course without academic penalty

March 25, 2016 Good Friday

April 6, 2016 Winter Session classes end.

April 7-8, 2016 Study Days

April 9 - 30, 2016 April examination period